Niveau(x) d'enseignement: 9 Numéro EDUQ : 6370635
Centre d'intérêt: 260

Enright, D'Arcy.

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27 [i.e. 68] ; 28 cm.

La couv. porte en outre: Projet-pilote, D. M. #20. Bibliogr.: p. 25-27.

Cote Dewey: / Cote LC: /

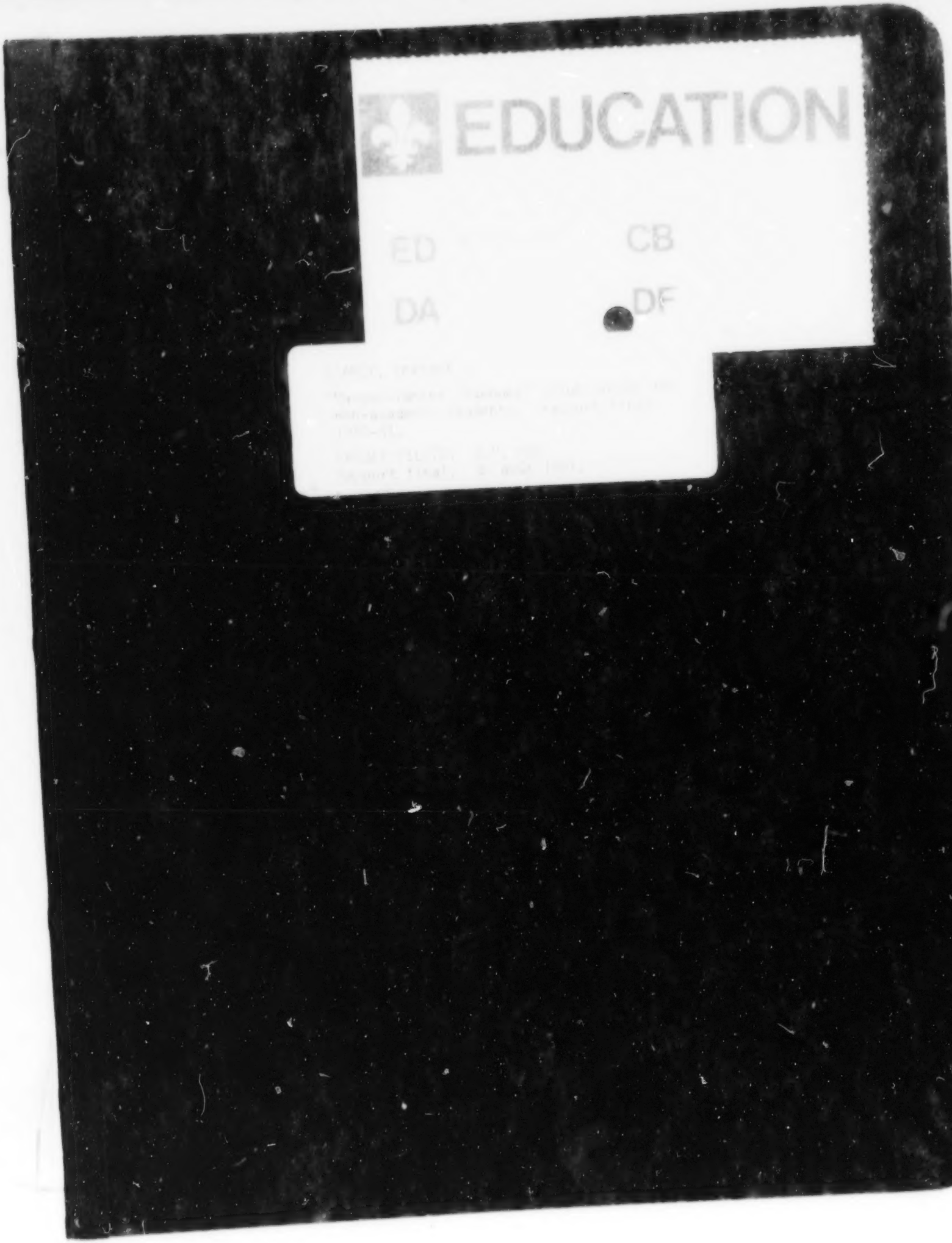
Descripteur(s): *Etudiant adulte *Déficient mental *Intégration sociale *Marché du travail *Stage *Autonomie *Secondaire (Niveau) *Education des adultes

Le projet vise un groupe de jeunes adultes déficients mentaux moyens âgés de 18 à 21 ans. Il s'agit de leur assurer une scolarité minimale par l'intermédiaire d'un programme alternatif de préparation au travail. A travers une approche qui privilégie les stages en milieu de travail, il s'agit de développer le degré d'autonomie de ces jeunes afin de faciliter leur insertion sociale, particulièrement en termes d'emploi. Par ailleurs, une entreprise de sensibilisation du milieu a été mise sur pied.

En 1980-1981, le projet, qui en est à sa deuxième année d'existence, rejoint dix jeunes adultes de la commission scolaire du District of Bedford. Le rapport décrit le modèle d'intervention et d'organisation adopté puis en présente l'évaluation. Un instrument d'évaluation du progrès accompli par les élèves a été élaboré et l'attitude des divers intervenants concernés a été prise en considération.

Des progrès substantiels ont été accomplis par les élèves en ce qui concerne le degré d'autonomie et le développement social. Par ailleurs, la réaction des employeurs s'est avérée des plus positives.

Type de document: r
Région(s) administrative(s): 062
Financement: Bénéficiaire - Commission scolaire District of Bedford
Organisme(s) source(s) - MEQ-DGDP
Programme(s) de subvention - Projet-pilote
Auteur de l'analyse: ar


EDUCATION
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MASSEY-VANIER "AVENUES" PILOT PROJECT

for Non-Academic Students

RAPPORT FINALE (1980-81)

Massey-Vanier High School
District of Bedford Protestant
Regional School Board
30 août 1981

D'Arcy Enright

FEUILLE SYNTHESE DE PRESENTATION DU RAPPORT

PERIODE COUVERTE PAR L'EXPERIMENTATION
1980-1981

Commission scolaire: District of Bedford Protestant Regional School Board

Région administrative: 6 Sud

Secteur: Adaptation Scolaire Groupe âge: 16-21

Nombre d'élèves impliqués dans le projet: 12

Titre du projet: Massey-Vanier "Avenues" Pilot Project for Non-Academic Students

Responsable du projet: Nom: Richard Staples

Fonction: D.E.S.

Téléphone: 514-263-1515

Chercheur attitré: Nom: D'Arcy Enright

Fonction: C.E.I.

Téléphone: 514-263-1515

Objectifs du projet (résumé): Scolarisation and training of young educable M.R. students aged 16 to 21 through an alternative program in Work Study. They are to experience working sessions in industry. Community services are to be exploited to the student's advantage.

Description sommaire de l'expérimentation réalisée jusqu'à ce jour: The project is set up in a series of seven (7) stages beginning with preparation for entering the world of work to experimental work sessions of 2 days per week, to Summer Jobs (1980), to intensive on-the-job training and to finding permanent employment. At this time, we are in Phase VI (four days on the job and one day in school.) Student surveys of personal adjustment, student job interviews, employer surveys, parent surveys and sensitization of the world of work have been achieved. During the summer, two students moved away, so we are now supervising ten (10) students.

Montant total de la subvention autorisée pour l'année 1980-81: $ 41,160.00

REPORT ON RESEARCH

N.B. This project was designed in seven phases to be implemented over a two-year period. This report takes us into Phase 7.

1. Project Title

Massey-Vanier "Avenues" Pilot Project for Non-Academic Students.

2. School Board

District of Bedford Protestant Regional School Board, Cowansville.

School: Massey-Vanier Regional High School

3. Members of the Research Team and Experimental Project:

Name	Profession	Training	Responsibility
LYNN DAUTRICH	Teacher	M.A. Spec. Ed. B.Sc. (Ed.) 11 yrs. experience in Spec. Ed. Department Head	In-School staff supervision Team meetings Implementation of the program Sept-Jan/81: supervision of in-school activities Resource person to Com. Res. worker
JOHN WEIDEMAN	Teacher	B.A. Phys. Ed. Diploma Spec. Ed. M.A. candidate (McGill) 5½ yrs. admin. experience YMCA Recreation therapist: Ontario Crippled Children's Center Bilingual 4 yrs. experience in Spec. Ed.	Community Resource Worker Evaluation Sept-Jan/81: visits students on the job twice weekly Finds new placements when the need arises Meets with students on Fridays: follow-up on job placement Is now responsible for 90% of student's time
JIM MacLELLAN	Teacher	B.A. Class II Teaching Certificate Spec. Ed. Diploma 10 yrs. teaching experience Bilingual	Teacher trainer Teaches: job interview skills filling forms personal grooming some manual skills work attitudes Sept-Jan/81: meets students once a week for follow-up based on outcome of surveys
D'ARCY ENRIGHT	Consultant	M.A. Guidance Spec. Ed. Diploma Teaching Diploma Bilingual	Animation of in-school team Animation of the Advisory Committee Research

3. (Continued)

Name	Profession	Training	Responsibility
D'ARCY ENRIGHT (Continued)		Spec. Ed. Consultant 2 yrs. experience in Work Study 33 yrs. in education	Development of Instructional Program Evaluation Consultation with Community Resource Worker on: abilities of students placement needs personal development
SHIRLEY WALLACE	Social Worker	M.S.W. (t.s.p.) 24 yrs. experience work in child welfare, intake, placement worked with delinquents School Social Worker (7 years)	Home contacts, home visits Evaluation: parents' attitudes student attitudes Sept-Jan/81: Resource Person Follow-up on this work has fallen on the Community Resource Worker
COLLEEN HILLOCK	Guidance Counsellor	M.A. Guidance 1 yr. experience: counselling Guidance Counsellor at Massey-Vanier	Counselling: as needed Evaluation
RICHARD STAPLES	Director of Instructional Services	M.Ed.	Administrative: Board, M.E.Q.

4.1 (a-c) THE STUDENTS INVOLVED IN THE PROJECT

In August 1979, 15 students indicated a positive interest in registering for this project. By the end of September, 3 students had withdrawn.

Reasons for withdrawal were:
- 1st student: married
- 2nd student: had not understood the type of program and enrolled in another course of study
- 3rd student: decided not to return to school

Table 1. Distribution of students by age, sex and intelligence. (1979-80)

Age	16		17		18		19		20		21		Total		
Sex	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
EMR	2		2	1	2		1		1		1		9	1	
TMR	1									1			1	1	
											Total		10	2	12

4.1 (Continued)

Table 2. Distribution of students by a secondary handicap other than intellectual. (1979-80)

Hearing Impaired	Visually Impaired	Brain Damaged	Cerebral Palsy (slight)	Emotionally Disturbed	Learning Disability
1	1	1	1	4	4

Table 3. Distribution of students by age, sex and intelligence (1980-81)

Age	17		18		19		20		21		22		Total		
Sex	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
EMR	2		2		2		1		1		1		9		
TMR										1				1	
											Total		9	1	10

Table 3. Distribution of students by secondary handicap other than intellectual (1980-81)

Hearing Impaired	Visually Impaired	Brain Damaged	Cerebral Palsy	Emotionally Handicapped	Learning Disability
0	1	0	1	4	4

Choosing the students:

From an academic standpoint, the students chosen for this project achieved on standardization tests of academic proficiency from a Grade 2 level to a Grade 6 level in Language Arts. Math skills were a little better; about 2 grades higher all along the scale.

Students were chosen based on parents' willingness to cooperate; the student's wish to be involved; the student's capacity to move about the community: to use public transportation, community facilities and resources.

Most of them had demonstrated, in the past, the ability to stay on some task for periods of at least half an hour.

The steps in choosing our clients were:

1. Review of files of TMR, EMR students who had dropped out or were about to drop out.
2. Consultation with teachers in the Special Education Department re current studen
3. Survey of the District based on finding of steps 1 and 2 i.e. students who were at home, unemployed, etc. This was done through Social Services, school personnel, telephone calls to parents, visits to homes.
4. The Social Worker visited the homes of all those who expressed some interest, whether it be the child or the parent.
5. The Social Worker consulted with the Community Resource Worker and the Special Education Consultant to discuss her findings.

4.1 (Continued)

6. The Community Resource Worker visited the homes of the most eligible candidates to get a second commitment and to explain the process, goals and objectives of Work Study.
7. Fifteen students were selected and advised to register at school for this program.

d) Peer contact

All these students attend Massey-Vanier Regional High School in Cowansville and come from as far as 35 miles away. They use the regular transportation system as do all the other fourteen hundred (1400) Secondary students. In the school building they mix with the other students during lunch hour, in the physical education program and in some professional courses.

In the case of five (5) students, they follow courses with other students in the Short Profile option (professionnel court). Otherwise, these 10 students are grouped together in one class.

September - January 1981: Less contact with students in the school now exists, since these pilot project clients report to school only on Fridays. However, "normalized" contacts with peer-workers has replaced the socialization aspects of the in-school situation.

e) Human and physical organization of the school

Massey-Vanier is a polyvalent high school shared with secondary francophone students. The common areas (English, French) in the school are: cafeteria, library, auditorium, central plaza and the grounds. The students come from the ten (10) elementary schools of the Board and these schools serve a population distributed over an area of 4,500 square miles.

Massey-Vanier Staff:

1	Principal
3	Vice-Principals
10	Department Heads: 1 responsible for Student Services
90	Teachers
2	Guidance Counsellors
1	Nurse
1	Librarian

Courses and Class Groups:

A. Secondary II to Secondary V Academic (47 groups)

B. Secondary IV to Secondary V Long Profile (7 groups)

1. Accounting clerk
2. Steno-typist
3. Receptionist
4. Auto-Mechanics
5. General Machinist
6. Professional Cooking
7. Cabinet Making
8. Electricity
9. Welding

4.1 (Continued)

C. Secondary III to Secondary IV Short Profile (6 groups)

1. Auto-Service/Body
2. General Machinist III
3. Business Assistant
4. Food and Restaurant Assistant
5. Motorized Equipment
6. Welding

D. Special Education (6 groups)

The students in the Special Education Department range in age from 13 to 19 years of age. There are 64 full-time Special Education students divided into 6 groups.

These groups reflect the diverse potential and interests of the students within them:

1 group of Multiple-Handicapped students
2 groups of Academic students
2 groups of Pre-vocational students
1 Work Study

The Academic students are mainly learning disabled students and educable students who are working toward entrance to the Professional Courses.

The pre-vocational students are those who will become candidates for a Work-Study program. Some may follow shop courses geared to Short Profile students while continuing in Special Education or Work Study. Timetables are adjusted to individual needs and when the school judges that a student will benefit from a cross-department program, that is arranged. Students who find it impossible to cope with the academic requirements of a complete profile program are permitted to attend the practical workshops periods with Profile Students (cours professionnel) and to complete their day with Work-Study or Special Education (Academic or Pre-Vocational) options.

In addition to the full-time Special Education students, Massey-Vanier provides Free Flow Services or small class placement for Learning Disabled students who are Mainstreamed. There are 52 Mainstreamed students in the school.

f)

"Intervenants"	Function	Frequency of Intervention Jan-May/80	Sept-Jan/81	Feb-June/81
Teacher trainer	Implementation of the in-school program (follow-up on survey results.)	3¾ hrs/wk	¼ hr/wk	--
Community Resource Worker	Implementation of "work" program and orientation to work. Check twice per week on student on the job.	17 hrs/wk/ group/ individual	25 hrs/wk	25 hrs/ wk

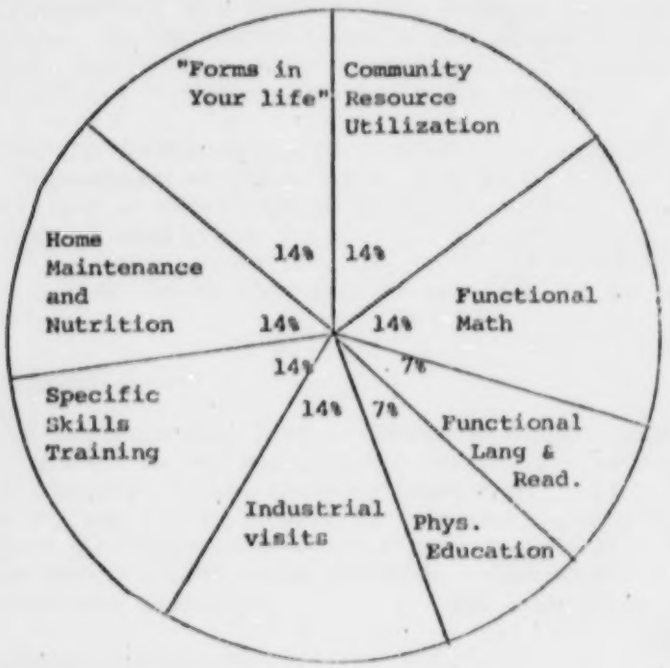
4.1 (Continued)

"Intervenants"	Function	Frequency of Intervention Jan-May/80	Sept-Jan/81	Feb-June/81
Department Head	Home Maintenance course (Jan-June/80) Individual consultation, guidance (1980-81)	3¾ hrs/wk/group	½ hr/wk	½ hr/wk
Special Education Consultant	Interviews, Evaluation	6 hrs/mo.	6 hrs/mo.	8 hrs/mo
Guidance Counsellor	Counselling/Advisory function	1 hr/mo/student	1 hr/mo/student	as needed
Social Worker	Interviews (parents, students)	1 hr/mo/student	as needed	as needed
Physical Education Teacher	Physical Education school program	2 hrs/wk/group	--	--
Speakers (a judge, policeman, lawyer, manpower counsellor)	Outline of function, how student can use their services	2 hrs/mo/group	--	--
Representative of industry	On the job - site information	5 hrs/wk/group	--	1 hr/mo.

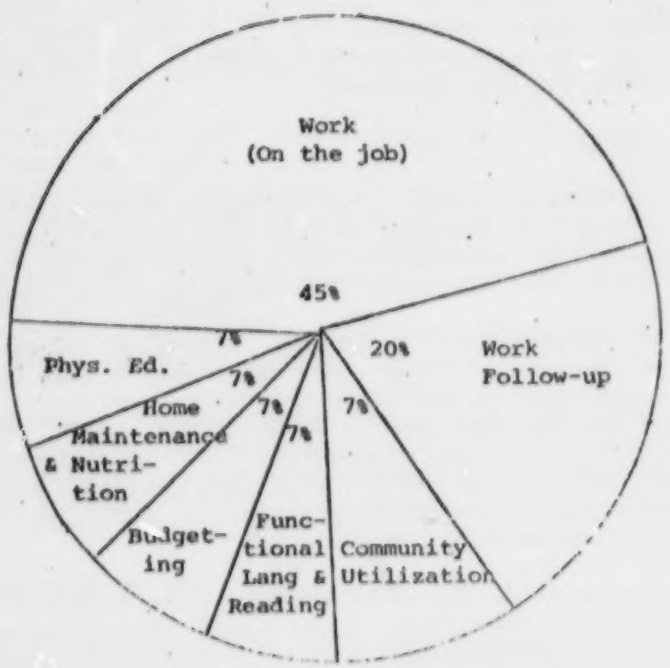
4.1 (Continued)

g) Time Allotment per Week

Percentages are rounded to nearest unit.



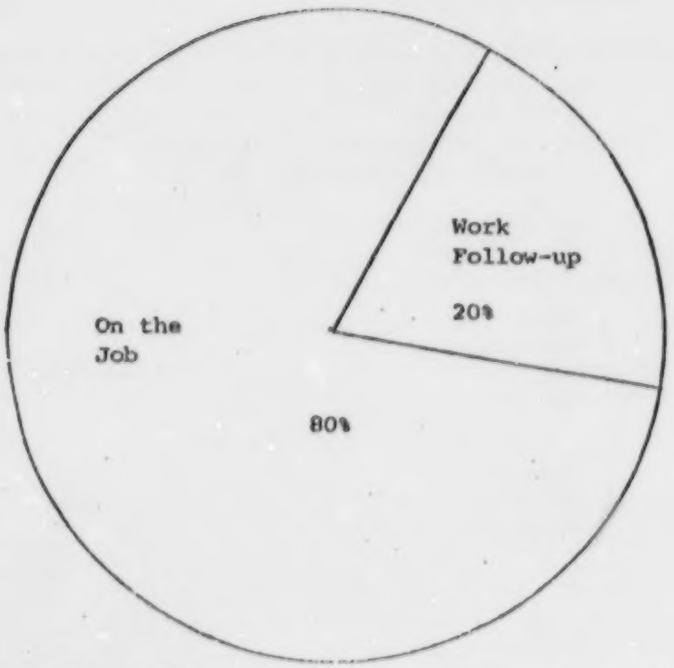
September 1979 - January 1980



January 1980 - June 1980

4.1 (Continued)

g) continued:



September 1980 - May 1981

Full Time Work: June 1981

On the Job:

Beginning in September 1980, students, in general, moved to a 4-day on the job experience. Throughout the month, they moved into these job placements as the openings became available, so that by early October all were working 4 days per week.

Work Follow-up:

Fridays are spent at school. The Community Resource Worker discusses the week's progress, comments he picked up from employers to help the student improve his performance and his relationships with co-workers. Grooming and general appearance became an important item.

TRAVEL

h) The students participating in this project reside within a radius of 35 miles from the administrative and school center for the District. School bussing is organized so that both elementary and high school students use the same service to the local school. From there the bus continues on to the High School in Cowansville and picks up other secondary students en route. Distances result in some students, those at the beginning of a route, boarding the school bus at 6:50 a.m. and returning home at 5:00 p.m.

For the students in the Pilot Project, alternative means of travelling to work had, in some cases, to be found. Since the project was concerned with industries employing thirty-five (35) or more persons, the

4.1 (Continued)

h) continued:

home locale of the student had to be ruled out as a potential source of job placements. The towns in this area are approximately 10 to 15 miles apart. It has happened that a student had to travel to work in a direction opposite to the flow of school bus traffic. Inter-city buses or private transportation had to be found.

Timetables and schedules had to accomodate distance and time factors. In the early stages of the Project, instead of a half-day at work and a half-day at school, which we felt was ideal, full days had to be arranged at each place.

With the 1980-81 school year and the move into Phase VI, full days were the rule.

i) Social Affairs

The school social worker from Les Services Sociaux Richelieu who is a full-time worker in our Board, was allotted time to serve in the Project and to participate in the Advisory Committee. This became part of her workload and was agreed to with her superiors. In 1979-80, she gave the Project the equivalent of 13½ days work. In 1980-81, contacts were more frequent with youth counsellors and social workers involved with foster home placement.

j) Organizational objectives

A. to diversify the educational services of the school worker to meet the needs of certain students.
B. to involve all levels of administration in the process of meeting student's needs.
C. to involve pupil personnel services in meeting the needs of retarded students.
D. to draw industry and the school closer together.
E. to promote work-study as a viable program for other students; particularly students in the Technical Vocational sector.
F. on a long term basis, to create a clearing house for all student work-study programs.
G. to integrate the function of a Community Resource Worker into the structure of the school.

These objectives were attained through in-school meetings with principals and teachers, administrative meetings, inter-departmental consultation and exchange of students sessions with representatives of industry, students and school personnel, and an in-school committee to research continuation of work-study.

k) Day-to-day life in the Project

In terms of the project the Community Resource Worker would be the pivotal point. By this it is meant that the utilization of resources

4.1 (Continued)

k) continued:

both in the community and at the school and board levels is initiated by the resource worker. This situation has developed because the resource worker maintains very close contact with students and employers and is aware of needs as they arise, thus can call on resources as necessary.

The actual day-to-day operation could involve visiting each student at the job site, meeting weekly with each employer for evaluations, continually finding and developing new placements, monthly meetings with personnel groups, service clubs, employment centers and the like and supervision time with the Vice Principal and Special Education Consultant. Because of the size and nature of the community the worker usually travels between 150-175 km. per day. This of course, can eat into meeting and teaching time, but this is reality.

If two or three big words could describe the day-to-day operation of this project at this point they would be: Development of resources, Teaching (students and community) and "Trouble Shooting" to prevent potential problems at the work sites.

4.2 Objectives of the Project: Phases I - VI

a) The students will develop an improved self-concept.

b) The community, especially the world of work, will be sensitized to the needs and the capabilities of the mentally retarded adolescent.

c) Students will acquire and use job-finding skills.

d) The students will make use of functional reading materials: newspapers, guides, directives, recipes, catalogs, phone books, etc.

e) The students will make use of community resources: recreation, manpower center, banks, restaurants, and other services.

f) Students will prepare and present themselves successfully for an interview.

g) Students will work in a placement appropriate for their skills and in line with their interests.

h) Students will hold a summer job.

i) To provide the student with an actual experience of on-the-job responsibility, routine and schedule. The students will complete four days work to the satisfaction of the employer

A. be punctual
B. follow routines
C. interact appropriately with co-workers
D. meet a set standard of production agreed upon by the employer, Community Resource Worker, and the student.

4.2 Objectives of the Project: Phases I - VI (continued)

j) Permanent job placements will be sought and filled insofar as is possible.

k) The community will experience long term results.

4.2 Continued

The out-of-class activities included

1. Group visits to Manpower Center, hospital, Driving Licence Bureau, banks, restaurants, etc.

   These group visits were reviewed in class, the informati n which was pertinent and applicable to each student was discussed and individual follow-up included individual or duo returns to these places to practice utilization of the particular service.

2. Group visits to urban centers: Montreal, Quebec.

   Such visits familiarize the students with the use of motel services, urban transport, travelling budgets, etc.

   The students were involved in planning all aspects of these trips, scheduling, reservations, and budgets.

   The teacher trainer was responsible for the classroom instruction and the Community Resource Worker for out-of-class activities. However, there was an overlap of tasks. The Community Resource Worker did some teaching and individual tutoring in the area of Job-Finding Skills while the teacher trainer helped with visits and some other out-of-class activities.

3. Industrial Visits:

   The third and very important element in the category of out-of-class activities was the Industrial Visits. These varied in number from three (3) a week in the early phases of the program to one (1) a week in Phase III (February - May, 1980).

   N.B. The attached schedules and basic program outline describe the student's life during the Phases which have been completed.

As the program advanced, certain elements of the early stages were phased out or decreased in time allotment and new elements took priority: e.g. Job-Finding Skills which was a priority in Phases I and II gave way to Work Experience in Phases III and IV.

Five (5) of the twelve students in the program were enrolled in the shop practice section of the Short Profile courses (Cours professionnel). These students did not do Contract Work in the Third Phase. Contract work involved repairs to windows, painting, wood gluing, repairing electrical plugs, etc. Some contract work was done on weekends: piling wood, raking leaves, building fences, washing windows, shovelling snow, gardening.

4.2 Continued

4. In-School Program

An outline of the in-school program is covered on pages 12b, 12c, 12d, 12e, 12f.
These pages contain: Courses, Time Schedule, Progress Report, as well as suggested Frist Aid and Self-Care topics.

As the Students moved from Phase III to Phases IV, V and VI where they began to spend less and less time in school, the elements of this program which were applicable to a certain student were retained, retaught and re-practiced. In short, the student moved into an Individualized Program. The specific needs of each student were determined by the results of the Evaluation Surveys (student, employer, teacher) and the specific requirements of the job in which the student was occupied. Most students remained in one job from December 1980 to May 1981. This was done at the request of the student and because the employer expressed satisfaction with the student's performance.

"AVENUES" PROGRAM

Phase III

COURSES

NAME: _____ AGE: _____

MONTHS OF: _____

PROGRAM:	PERIODS PER WEEK	TEACHER
☐ Shop:	_____	_____
☐ Business:	_____	_____
☐ Apartment Living: 1. Furnishing & Maintenance 2. Budgeting 3. Safety 4. First Aid 5. Interpersonal Relationships 6. Reading Skills: a) functional b) newspaper c) forms	_____	
☐ Contract Work: 1. Repair 2. Upkeep	_____	_____
☐ Industrial Visits:	_____	_____
☐ Follow-up: 1. Industrial Visits 2. Work Experience	_____	_____
☐ Job Finding Skills:	_____	_____
☐ Job Keeping Skills:	_____	_____
☐ Leisure Time Activities:	_____	_____
☐ Citizenship:	_____	_____

"AVENUES" PROGRAM

Phase III

SCHEDULE (Basic)

Day 1 (Monday)	1. Industrial Visits - comparative studies (a.m. or p.m.)	
	2. Apartment Living -	1 period
	3. Contract Work -	2 periods
	4. REVIEW PROGRESS FILE	
Day 2 (Tuesday)	WORK	
Day 3 (Wednesday)	1. Work follow-up -	2 periods
	- task analysis	
	- personal relations	
	2. Forms -	1 period
	- leisure time activities	
	3. Apartment living -	2 periods
	4. Contract work -	2 periods
Day 4 (Thursday)	WORK	
Day 5 (Friday)	1. Work follow-up -	2 periods
	2. Forms -	
	- leisure time activities	1 period
	3. Apartment living -	2 periods
	4. Civics-Citizenship (Films) -	2 periods
	- country, world	

"AVENUES" PROGRAM

Phase III

PROGRESS REPORT

NAME: _____ AGE: _____

MONTHS OF: _____

PROGRAM	N/A	COMPLETED	IN PROGRESS Good	IN PROGRESS Slow	ANECDOTAL
1. Shop	☐	☐	☐	☐	
2. Business	☐	☐	☐	☐	
3. Apartment Living					
Furnishing & Maintenance	☐	☐	☐	☐	
Budgeting	☐	☐	☐	☐	
Safety	☐	☐	☐	☐	
First Aid	☐	☐	☐	☐	
Interpersonal Relationships	☐	☐	☐	☐	
Reading Skills	☐	☐	☐	☐	
4. Contract Work (Description)					
_____	☐	☐	☐	☐	
_____	☐	☐	☐	☐	
_____	☐	☐	☐	☐	
_____	☐	☐	☐	☐	
5. Industrial Visits (Place)					
_____					
_____					

PROGRAM	N/A	COMPLETED	IN PROGRESS Good	IN PROGRESS Slow	ANECDOTAL
6A. Work Study (Job)					
_____	☐	☐	☐	☐	
_____	☐	☐	☐	☐	
6B. Follow-up					
Task Analysis	☐	☐	☐	☐	
Problem Solving	☐	☐	☐	☐	
7. Forms					
Job Application	☐	☐	☐	☐	
Social Insurance	☐	☐	☐	☐	
Bank	☐	☐	☐	☐	
Medicare	☐	☐	☐	☐	
U.I.P.	☐	☐	☐	☐	
8. Personal Grooming					
Manners			☐	☐	
Cooperation			☐	☐	

First Aid And Self Care Programme

First Aid

- Artificial Respiration (film)
- Drowning
- Shock

First Aid Treatment For

- Cuts
- Bruises
- Wounds

First Aid Treatment For

- Breaks
- Sprains
- Fractures
- Separations
- Foreign Bodies

First Aid Treatment For

- Unconsciousness
- Headaches
- Head Injury
- Back Injury
- Choking
- Eye Injury

Self Care

- General Hygiene
- Body Odor
- Teeth Care
- Hair Care
- Fungi - etc.

Nutrition

- General talk on foods and their value
- Balanced Meals
- Canada Food Guide
- Statistics
- Experiment related to nutrition
- Practical Application of Nutrition

LEARNING CENTRES / BLOCKS OF TIME

WORK-STUDY PROGRAM

1. Functional Language a. letter - writing b. diary c. newspaper: read, discuss report. d. novels e. read along f. T.V. g. Scholastic Mag.	2. Functional Social Studies and Service Text: Working for Canada Films: NFB Nature of things government: prov. local gov. agencies law: legal aid unions working conditions U. Ins. (Youth prot. Act)	3. Consumerism & Math Personal budget Catalog shopping Comparison shopping living accommodations (rent, buy) Money resaget banking Salaries Cost of living Insurance
4. Self-Care Nutrition Hygiene Caring for: clothes car home Diseases First-aid Phys. Ed.	5. Self-Development and Entertainment Relationships: peer, family, worker male, female Leisure Hobbies: bowling Dance Games: social Movies Phys. Ed.	6. Community Service Manpower Transportation Social Services Health Services Post Office Police Force Church Groups Service Clubs
7. Careers Jobs - requirements phys. mental, skills, endurance etc.	8. Hobby / Music (listening) Ind. Arts: sewing painting carvings Indoor plants Typing	V Enwright Sp. Ed. Cons

a. Newpapers: Women's page, Sports, News, Lifestyles

b. Mag: Motorcycle, Glamour etc.

c. Speakers (1 per wk)

d. Visits: Field trips (1 per wk)

e. Sport, leisure (1 per wk.)

4.3 Hypotheses to be verified

A) By acquiring job-finding and job-keeping skills; by acquiring a working knowledge of the world of work; by learning to deal effectively with other people the students will acquire a better self-concept.

B) The community, especially the world of work will be sensitized to the needs and the capabilities of the Mentally Retarded adolescent.

C) The students can acquire job-finding skills to an extent permitting them to find a job.

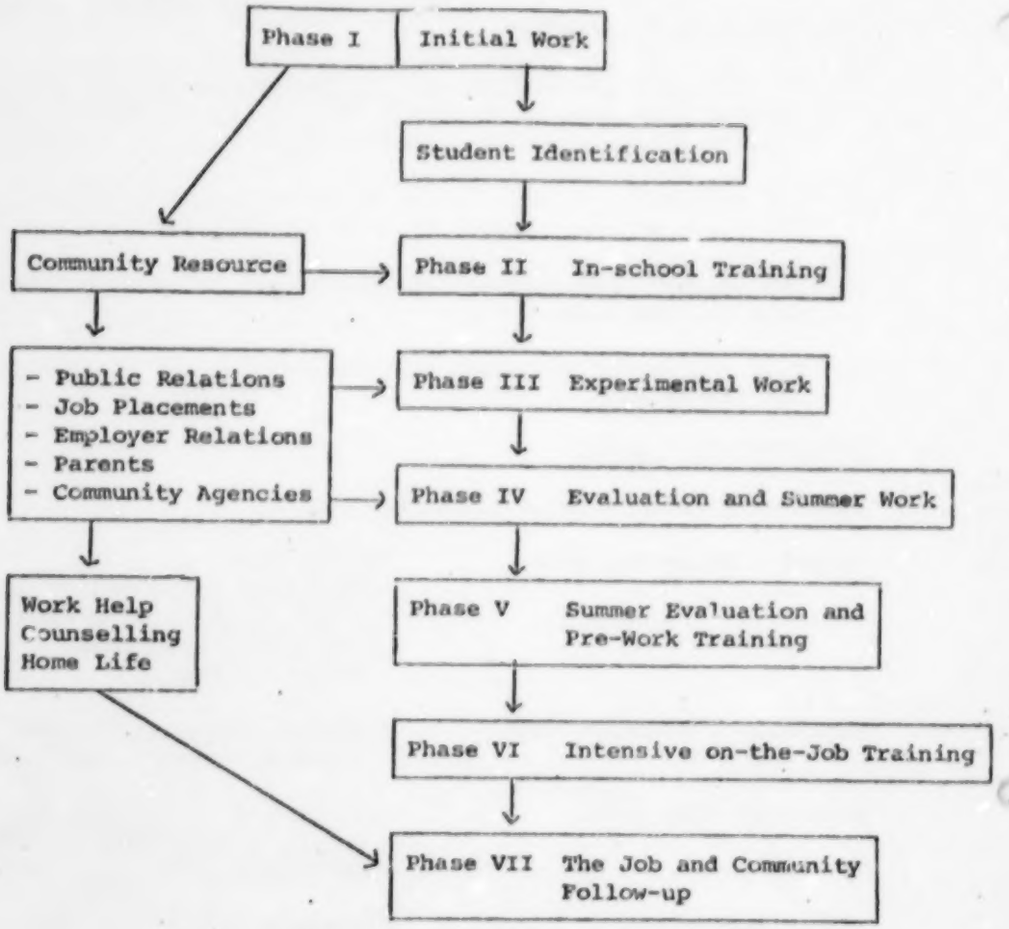
D) This project is one which will receive support of parents, students and community.

4.4 Intervention - Model

Calendarization: Stages of the Project

August - September 1979	Initial work - Community Resource Development - Identification of Students - Community Information - Parent Contact
September - November 1979	In-School Training Program - On-going Process (Life Skills)
November - May 1980	Experimental Work Experience - Phasing into a Work Environment - Find Summer Job for Students
June - August 1980	Evaluation and Summer Work - Evaluate Year's Experience - Begin Summer Jobs
September 1980	Summer Work Evaluation and Pre-Work Training - More Progressive Skills - Summer Experience looked at
September - October 1980 to April 1981	Intensive Work/Study - 4 days per week at work - 1 day in-school study
May - June 1981	The Job and Community Follow-up

Diagram: Stages of the Project



4.4 Intervention Model: Continued

a) a program of information and learning (see in-school program). At the end of Phase II students experienced a trial Application and Interview for a Job.
b) students became acquainted with banking, social security, etc. They applied for and obtained social security cards. They opened bank accounts.
c) some students continued part-time in their shop courses.
d) parents were contacted regularly by phone or visit. Their concerns were answered.
e) students worked 2 days per week. Students become acquainted with travel procedures, clocking-in, life in the shop.

4.4 Intervention Model: Continued

f) in-school tasks in home maintenance carpentry, cooking, stress the need for order, sequence and completion of the job.
g) group discussion of common adjustment problems or private counselling helped to solve new aspects of human relationships.
h) the administration of the school and the various departments in the school are involved.

The following Comparative Student Profiles provide a brief description of each student. The individualized intervention appropriate for each student is included as well as the student's progress and present status.

COMPARATIVE STUDENT PROFILE

1) Name: Allan B. 2) Age: 18

3) Psychological Evaluation: 1975 - Educable; introverted; language disability.

4) School Status Before Program: Was about to leave school. Four years of Special Ed. program. 30% attendance. Allan was in a pre-vocational program but there was very little motivation.

5) Academic Functional Level: Reading- Grade 3; Math- Grade 4; Writing- Grade 4. Program concentrated on practical survival skills in the academic area. Presently Allan can function in practical situations.

6) Behaviour: Before - Very withdrawn, was involved in stealing; never spoke to teachers; had only one friend. Intervention - Group discussions; trips to various areas; one-to-one discussions; physical program. Result: Less shyness; can carry on conversation; is much more self-confident.

7) Peer Relationship: Before, Allan would be involved in small fights. A great deal of pushing, etc. and no real friends. In the program he has a peer group relationship; at work he has made friends; he has a hobby; and at times, even becomes a leader.

8) Personal Habits: Allan would always wear the same clothes; shower once per week and shave now and then - his personal habits were terrible. Hygiene program: one-on-one re: body odor - dental work; regular showers; exercise; new clothes, etc. He still seems somewhat dirty but not really to the same degree.

9) Knowledge of Pre-work Skills: Allan showed great enthusiasm for: filling forms; getting driver's license; has a bank account; lives at home; can use manpower center, social agencies, etc. Allan has progressed well in terms of pre-work skills.

10) Functional Ability On The Job: Allan is now involved in his second job. The first job was an excellent experience in that eventually he was able to communicate with fellow workers and he learned the rudiments of the job very quickly. Presently he works in a factory on the production line on a machine. He is very productive and should work out there quite well.

11) Final Work Situation: Allan lives at home and was asked to leave his factory job. He received his driver's license but is presently unemployed.

COMPARATIVE STUDENT PROFILE

1) Name: John H. 2) Age: 18

3) Psychological Evaluation: 1976 - Borderline mentality; behaviour problems; visual-motor problems.

4) School Status Before Program: Had been expelled from school because of behaviour problems. Had always been in a special ed. program in school.

5) Academic Functional Level: Reading- Grade 5, Writing- Grade 4; Math- Grade 6. Could function if the process was very pragmatic but was plagued with behavioral problems.

6) Behaviour: Initially his behaviour was very bad. We used peer pressure; constantly made him responsible for various things and generally kept him in a structured situation. A great deal of one-to-one work. Functions very well now.

7) Peer Relationship: John always had lots of friends and they related to him because he was the bad guy. When this type of behaviour became unacceptable there was a period of readjustment and now he has different friends - Good friends

8) Personal Habits: John's hygiene was very good from the onset, but there were big problems around eating habits and responsibility. These areas were concentrated on and we feel he has made great strides.

9) Knowledge of Pre-work Skills: Although John could write and read he wasn't able to fill out the various forms at the onset of the program. Work was done in this area, practical use of community resources was followed-up and John developed well.

10) Functional Ability On The Job: There seemed to be a gap between in-school and on-the-job ability. John performed well on the job; was evaluated as being very fast to learn and could be left at a job and complete it successfully. The reasons for this were related to his interests in work.

11) Final Work Situation: Have been unable to make contact.

COMPARATIVE STUDENT PROFILE

1) Name: Gordon G. 2) Age: 20

3) Psychological Evaluation: 1974 - Educable; brain damage; visual problem.

4) School Status Before Program: Was leaving school when the program began. Had been in special ed. for 6 years, then did a welding program but was not very successful.

5) Academic Functional Level: Reading- Grade 6 level; Writing- Grade 5-6; Math- Grade 2. Gordon could function in our program with his academic skill when he entered the program. Major emphasis was work experience and confidence development.

6) Behaviour: Gordon had many behavioral problems. He was very bitter; hated authority; and would use any excuse not to finish a task. He progressed well. We created a close-knit peer group and he became more friendly - he was able to succeed.

7) Peer Relationship: Gordon doesn't live at home and has had very few friends in the past. The project allowed for a feeling of community. He made good friends that he still keeps in touch with.

8) Personal Habits: At the beginning very bad news. He is a big man and tended to wear the same T-shirt all week long. He had no real training in personal hygiene; ate only junk food. He didn't seem to care. He is now much better and understands a lot more about himself.

9) Knowledge of Pre-work Skills: Gordon could do most of the pre-work skills within the first month. But he was very shy and only after we experienced many things together, many times, would he try on his own. This method worked well. He is much more independent.

10) Functional Ability On The Job: He has a full-time job and lives at a foster home. He is very capable at his job, makes a good wage and handles his money very well.

11) Final Work Situation: Gordon is employed full-time at a mill in Mansonville. He spoke well of the program and seems to have a good grip on his personal life.

COMPARATIVE STUDENT PROFILE

1) Name: Walter M. 2) Age: 21

3) Psychological Evaluation: 1975 - Educable; health problems; peer problems.

4) School Status Before Program: Walter had been out of school for two years. He had no job but had done a cooking program at the school. He had no interest in cooking and didn't work except for a paper route.

5) Academic Functional Level: Wally functions very well, in fact. Reading- Grade 6-7; Math- Grade 7; Writing- Grade 5. He is slow but is able to pick things up in terms of basic skills.

6) Behaviour: Wally had no major behavioral problems. He seemed withdrawn and sometimes depressed, but this was due to lack of direction. Since his involvement in the program he seems happier and more satisfied with his life.

7) Peer Relationship: Walter is a very personable guy. He interacts well and has a number of friends. He was involved with local baseball and dart teams and he met people because of his paper route.

8) Personal Habits: Terrible is the only word to describe him when he first entered the program. Now he shaves regularly; changes clothes; showers; buys new clothes (instead of second hand ones); eats fairly well; got better glasses; hair cuts; etc. He has improved 300%.

9) Knowledge of Pre-work Skills: He has good pre-work skills; has a driver's license; can do forms very well; lives in a boarding house; can use community resources when necessary; travels on his own; etc. Wally has done very well in the program.

10) Functional Ability On The Job: It takes time for Wally to learn a job and he gets bored farily easily. His present job is very good, he is functioning well and he is getting minimal pay. Employer is considering hiring him full-time.

11) Final Work Situation: Walter is now living at home where he is unemployed. He quit his job because he could not get along with his fellow workers.

COMPARATIVE STUDENT PROFILE

1) Name: S.F. 2) Age: 18

3) Psychological Evaluation: 1976 - low educable; slight cerebral palsy.

4) School Status Before Program: Was ready to quit school because of no progress and very little motivation. S. attended regularly but mainly because he had good friends at school he liked to see.

5) Academic Functional Level: S. can't read. Math- Grade 3; Writing- Grade 2; Can't spell. S. had Cerebral Palsy at birth which partially affected his intellectual ability.

6) Behaviour: S. has always been confident and well behaved. He has seemed interested; has had only the normal amount of emotional problems.

7) Peer Relationship: Was always able to get along with friends. He speaks 3 languages, thus can relate to people of the English and French sides of the school. He is well liked.

8) Personal Habits: S.'s personal habits were and are very good. He is well cared for at home; is in good physical shape; eats well and in general has excellent personal habits.

9) Knowledge of Pre-work Skills: He can only fill out an application form if he copies from a resumé. He is though very "street wise" and can use many available resources in the community. Is working on a driver's license.

10) Functional Ability On The Job: He has been on the same job for almost 1 year now. He is doing very well; is well liked and the company has expressed a desire to hire him permanently. S. works hard and is getting very skillful.

11) Final Work Situation: S. is employed full-time at a plant in Granby. He received his driver's license and is financially independent.

COMPARATIVE STUDENT PROFILE

1) Name: F.C. 2) Age: 19

3) Psychological Evaluation: 1976 - trainable; language problem; visual problem; very low self-esteem.

4) School Status Before Program: F. wanted to take a secretary course at the school. She had been in the special ed. program for 5 years.

5) Academic Functional Level: F. reads at a grade 4 level; Math- Grade 2; Writing- Grade 2; Spelling- Grade 3. F. has learned to type and use an adding machine. She can copy but is unable to correct or change.

6) Behaviour: Before: F. exhibited a very immature attitude; was no major problem but had no sense of responsibility. Intervention: worked with parents on acceptable behaviour and attitudes. Over the 1½ years some improvement - much room for work.

7) **Peer Relationship:** F. has always had a few good friends. Lately when she is in school (1 day a week) there seems to have developed a conflict. We have referred the situation to a Guidance Counsellor. Also some trouble at home.

8) **Personal Habits:** When she first entered the program F. dressed well but her hygiene was terrible. This has changed. More punctual now; tells people where she is; eats good meals; and can coordinate her clothes better. Has bad dental work done to improve teeth.

9) **Knowledge of Pre-work Skills:** When F. began she couldn't fill out an application form. She still can't without the help of her resumé that she carries with her. Has used manpower; has a bank account; has travelled on her own; lives at home and takes a bus to work.

10) **Functional Ability On The Job:** F. is in her third job. Initially she worked as an office assistant but this didn't work out although she could copy type and perform menial duties. Second job was in a department store and this worked well but we changed jobs because of attitude of the business. She is now in another store and things are working very well.

11) Final Work Situation: F. is working as a part time babysitter. She is looking into more training in the secretarial field.

COMPARATIVE STUDENT PROFILE

1) Name: G.B. 2) Age: 20

3) Psychological Evaluation: 1976 - low educable; learning problems; low self-esteem.

4) School Status Before Program: G. was in the last year of a special ed. welding program. He was planning to leave school.

5) Academic Functional Level: He reads at Grade 1 level; Writes- Grade 2; Math- Grade 4. In effect he has severe learning disabilities related to reading and writing; but very quick in practical and technical areas.

6) Behaviour: He was somewhat shy, but very responsible. There was really no major behavioral problems with G.

7) Peer Relationship: G. had friends in school before the program and he related well to other students in his classes. At times he tended to be alone and on long trips would withdraw somewhat.

8) Personal Habits: Always maintained good hygiene, eats well, is very responsible.

9) Knowledge of Pre-work Skills: At the start he had no pre-work skills. Now he can fill in application forms with resumé; bank; driver's license, and can use resources well.

10) Functional Ability On The Job: He works on a farm and is doing very well. He is versatile and can solve problems and handle jobs on his own. He has definitely found his vocation and will be very successful in the future.

11) Final Work Situation: He is working full-time - a farming operator with his father. They are equal partners and he is financially independent.

COMPARATIVE STUDENT PROFILE

1) Name: B.R. 2) Age: 22

3) Psychological Evaluation: 1974 - borderline; language disability; nervous; poor peer relations.

4) School Status Before Program: Had been out of school for three years. When B. left school he had been in a special ed. program.

5) Academic Functional Level: Reading- Grade 5 level; Writing-Grade 6; Math- Grade 6. B. is academically functional.

6) Behaviour: As the oldest in the program B. tended to be a leader in some situations. He was fairly responsible in most situations.

7) **Peer Relationship:** B. had many friends even on returning to school. He has had trouble on the job because he doesn't like to be told what to do. But, in general, very personable.

8) **Personal Habits:** At the beginning of the program B. dressed well, was clean and shaved regularly. His eating was poor, but this changed; had dental work done - now very good habits. He lives at home.

9) **Knowledge of Pre-work Skills:** B. needed little instruction to master skills of: interviews; job applications; bank account, etc. He travelled very well; has a driver's license now and does odd jobs as well as his regular job.

10) **Functional Ability On The Job:** Can do the job he has quite well. He finished his first job because he had major dental work done. His present job employer is very pleased with B.'s progress. B. is responsible and will be successful.

11) **Final Work Situation:** B. works part-time for a small business in his community. He is quite satisfied and productive.

COMPARATIVE STUDENT PROFILE

1) Name: S.S. 2) Age: 19

3) Psychological Evaluation: 1975 - Trainable; speech impediment; psychiatric treatment.

4) School Status Before Program: S. had spent 4 years in the special ed. program and was in the process of leaving school.

5) Academic Functional Level: Reading- Grade (3); Writing- Grade 3; Math- Grade 4. Sam would progress and then regress on a regular basis.

6) Behaviour: In general Sam's behaviour was very good. He had trouble in determining social distance and liked physical contact. Was aggressive from time to time. Through the program S. spent two-three month periods in a mental institution.

7) Peer Relationship: S. had many people who knew him, but they tended to make fun of him or use him. Within the school community we tried to correct this situation by making Sam aware of it.

8) Personal Habits: When S. started he was overweight; never worked; eating was poor and in general he looked a mess. He became more aware of the need to be neat and clean, eat properly, etc. He is now well on the road to very qualitive personal habits.

9) Knowledge of Pre-work Skills: Can partially fill out forms, not too competent with community resources. Can travel alone; can't do his driver's permit; knows what to do but can't do it.

10) Functional Ability On The Job: Not very successful in his work situations. He initially did very well, but found it difficult to maintain and as a result was fired from his job. We are waiting for him to leave hospital so he can start a new, less demanding, job.

11) Final Work Situation: S. is living in a sheltered situation on a farm in Hemmingford. He has been released from hospital and seems to be doing well.

COMPARATIVE STUDENT PROFILE

1) Name: D.R. 2) Age: 18

3) Psychological Evaluation: 1976 - trainable; very poor memory; non-reader.

4) School Status Before Program: D. was in the process of leaving school when he entered the program. He had spent his whole school career in special ed. programs. School attendance 35%.

5) Academic Functional Level: Could not read or write. Math level - grade 2. D. could print his name and identify the alphabet.

6) Behaviour: D. had no major behaviour problems. He was shy but would be willing to try just about anything.

7) Peer Relationship: D. had two friends at school. On the job he made friends with virtually all the employees. They sort of adopted him and began to take a real interest in his development.

8) Personal Habits: General hygiene was fair at the beginning of the program but improved with time. He began an exercise program; had dental work done; started eating three meals per day and bought himself some clothes.

9) Knowledge of Pre-work Skills: Some pre-work skills in terms of practical application. Could not do forms, even with resumé; was fast to learn practical situations.

10) Functional Ability On The Job: On the job D. did very well. He worked hard and was very motivated to succeed. Unfortunately recently his parents moved out of the district and he quit his job and went with them.

11) Final Work Situation: I was unable to contact him as he has moved from the area.

4.5 Evaluation

Hypothesis A

By acquiring job-finding and job-keeping skills; by acquiring a working knowledge of the world of work; by learning to deal effectively with other people, the students will acquire a better self-concept.

This hypothesis is being verified by the use of the Billett-Starr Youth Problems Inventory. Sections of this inventory which have been selected for use in this experiment are:

Section II	-	Getting Along with Others
Section VI	-	Interests and Activities
Section VII	-	School Life (Nos. 1-9)
Section IX	-	Planning for the Future
Section X	-	Mental-Emotional Health and Fitness

This inventory is normed on a group of high school students. The percentage of individuals marking each item as a problem is provided on a list. Comparisons can be made for the experimental group's responses on each item with the response of the control group.

This instrument has been used 3 times: June '80; Jan. '81; June '81.

The results obtained are outlined in the following table:

Section		% of problem responses			
			Experimental Group		
		B-S Norms	June 1980	January 1981	June 1981
II	Getting Along With Others	23%	46.4%	38%	35%
VI	Interests and Activities	15.5%	42.8%	35%	25.6%
VII	School Life #1-9	15.3%	48%	36.6%	28.4%
IX	Planning for the Future	21.6%	44.4%	25.6%	21.6%
X	Mental and Emotional Growth	16.3%	55%	42.4%	36.6%

This table demonstrates that in all of the 5 areas surveyed, the number of problem responses has diminished. Greatest improvement has been made in Planning for the Future: 22.8% less problems; Mental and Emotional Growth: 18.4% less problems; School Life: 19.6% less problems.

The items receiving the highest percentage of problem response are listed below with the new rate of response.

	BS Norm	June/80	Jan/81	June/81
1. I don't know how to act with people who laugh at things they know little or nothing about.	17%	75%	41.6%	35%

	BS Norm	June/80	Jan/81	June/81
2. I don't know how to act with people who take advantage of me.	23%	75%	50%	50
3. I get tired from too much activity.	7%	50%	25%	20%
4. I don't know the right thing to say in social groups.	34%	75%	58%	38%
5. School is dull and uninteresting.	14%	67%	58%	48%
6. I don't know how to go about finding a job.	13%	67%	16.6%	10%
7. I am blamed for things which are not my fault.	10%	91%	42%	31%
8. People make jokes about me.	7%	75%	33%	25%
9. People don't understand me.	10%	75%	50%	33%
10. I feel sorry for myself.	7%	50%	33%	25%

This data indicates that the group of young people in the Pilot Project see themselves as having a higher ratio of problems than the regular students of the norm group. However, from June/79 to June/81 there has been an improvement in all areas. Students have a better self-concept and more self-confiuence as evidenced by results on #'s 10, 8, 7, 6, 3, 1 in particular.

As a further check on personal growth the Student Self-Evaluation Form was used. (Sample on next page).

This was used in October 1979 and in May/80 and May/81 Responses indicated that students felt they had made much progress.

STUDENT EVALUATION FORM

Name: _____

QUESTIONS:

1. Why did you become involved in this program?
2. Do you know the name of the place you are going to work?
3. What jobs will you do there?
4. Can you fill out a job application form?
5. What do you think are the three (3) most important things about an interview?
6. Do you like the work/study program? Why?
7. Did you think the program was going to be the way it was?
8. What would you like to do in the program that you didn't do?
9. When you went on field trips did you see things that you remember now?
10. What sorts of things?
11. What kinds of field trips did you do. (different places?)
12. Did you like the way things were taught, explained or shown to you?
13. Talk a little bit about what you did each day in the program.
14. Do you think you are ready to start working in a place of business?
15. Are you more ready for an employment now than when you first started the program?
16. In what ways are you more ready?
17. Are you doing a shop program with the work/study program?
18. Do you enjoy it?
19. a) If someone was to ask you now to take the work/study program, would you?
    b) Give me some reasons?
20. Why?

General observations of the interview:

Hypothesis B

The community, especially the world of work, will be sensitized to the needs and capabilities of the Mentally Retarded.

A questionnaire entitled "Employer's Response" was used in June 1980 to determine the degree of sensitization of employers to the needs and abilities of mentally retarded adolescents. (Refer to page 19).

Results of Employer Questionnaire:

		June/80		June/81
1.	Yes: 0%	No:	100%	same
2.	Yes: 100%	No:	0%	same
3.	Yes: 100%	No:	0%	same
4. a)	Yes: 100%	No:	0%	same
b)	Yes: 100%	No:	0%	same
c)	Yes: 80%	No:	20%	Yes: 100%
d)	Yes: 100%	No:	0%	same
5.	Yes: 90%	No:	10%	same
6.	The major handicaps seem to be: lack of experience - lack of a dress code.			same
7.	Program should be continued. We would volunteer to repeat the experience.			same

QUESTIONNAIRE: EMPLOYER'S RESPONSE

1. If your student had simply walked in and applied for a job, would you have hired him/her? Yes ☐ No ☐

2. Was there good co-operation between the school and your company? Yes ☐ No ☐

3. Do you fully understand the work/study program and what its' main objective is? Yes ☐ No ☐

4. Do you feel that the student developed in terms of

	Yes	No
a) Social Skills	☐	☐
b) Work Skills	☐	☐
c) General Appearance	☐	☐
d) Success on the Job	☐	☐

5. Would you be more likely to hire this person now than when she/he first began at your Company? Yes ☐ No ☐

6. What do you feel is the major handicap of any student who applies for a job at your company? _____

_____

_____

_____

_____

7. General Comments: _____

_____

_____

Hypothesis C

The students can acquire job-finding skills to an extent permitting them to find a job.

With assistance, students found their first jobs in December 1979. Finding a Summer Job became each one's own responsibility. They put into use all the skills they had learned and the experience they had gained. Students applied with their current employer; they contacted the Youth Placement Officer for Summer Employment at Manpower. They were interviewed, sometimes more than once. They had to solve travelling problems: use bus schedules, transfer from one bus to another; arrive on time for the interview; dress neatly. Success was high as described on pages 21-22.

1980-81 School Year:

During the last school year, four students continued on with their summer employment position. Four students changed jobs during the year and two students moved their homes so that it became very difficult to foll w their progress: we did communicate with them and were informed that they were employed.

One student moved away from home. Lodgings and board were found in another town near his place of work. He was able to be independent to the extent that he lived there, paid his board, had control of his own bank account, his personal needs and clothing, as well as use of his leisure time.

The Community Resource Worker remained in contact with all clients and lent advice and assistance whenever it was necessary both from the viewpoint of the school, the employer or the student.

SUMMER WORK EVALUATION

The summer work phase of the program went pretty well according to plan. All the students were involved in writing resumés of their interests, educational and work experience and personal history. Subsequent to this process students met with manpower counsellors, and various local companies for job interviews. Students also approached their parent or work site company for a summer job.

The results were:

Jobs at Parent Companies	4
Jobs at other companies	3
Had job but refused to work on advice of Foster parents	1
Job with local farmer	1
No job (was in hospital)	1
Total	10

During the summer one student left the job because his parents moved. He left no forwarding address and when the resource worker visited him at the job two days after he left it then took two weeks to find him at his new home. It was too late to establish the old job. There were no problems with the other seven (7) students who worked through the summer.

Types of jobs students held:

Factory work	3
Farm Work	1
Lumber Company	1
Department Store	1
Landscape and Construction	1
Local Bobbin Mill	1
Total	8

At the finish of the summer every student who worked had a bank account and none had bought a car. All students who worked lived at home and with the help of the resource worker arranged transportation to and from work. In interviews with parents they were very pleased with the summer phase of the project. Through the summer, parents supported their children in carrying out the following routines: phoning the employer when sick, dressing properly and eating regularly.

Interviews with employers indicate that the students performed adequately but that more experience would be beneficial.

Employers were always asked to complete a Work-Study Evaluation on each student. Based on these results, the individual in-school program for each student was adjusted to emphasize certain skills. Both the employer and the Community Resource Worker found these to be helpful instruments in pinpointing desirable behaviour and in rating the student's performance.

Since all students held their jobs throughout the summer, one must conclude that they had attained the goal set for them. In September, four students changed jobs. One was asked to leave because the other employees began questioning the fact that he was no longer paid in September. Students had received summer pay since the job then was an out-of-school situation, but in September they were to revert back to student status. This caused some concern to employers and employees as well as students. However, most employers have now arranged to pay the student during his second year.

Following is a sample of the Evaluation Form.

WORK-STUDY EVALUATION

Name: _____ Age: _____

Supervision: _____

Counsellor: _____

Progress Note: _____

Program: _____

Work Area: _____

Basic Work Habits:

Attendance: _____

_____

Independence: _____

_____

Quality: _____

Tolerance: _____

Social Skills: _____

Work Skills:

Instructions: _____

Speed: _____

Pressure: _____

Organization: _____

Adaptability: _____

General Attitude:

Toward work: _____

_____

Toward co-workers: _____

_____

Toward authority: _____

_____

Comments: _____

_____

_____

Future Vocational goals:

Client's own assessment of strong points and weeker points:

Strong points:

Weeker points:

Hypothesis D.

This project is one which will receive the support of parents, students and community.

The community Resource Worker and the school are in constant contact with the parents and the employer group. Parents have given us only favorable reports. In cooperation with one family, the student has moved to another town where he has been taken into the home of another family as a boarder.

For the twelve students originally in the Project, 26 job opportunities were found after the Community Resource Worker made personal contact with the 36 companies who expressed interest by returning a form letter sent to them in August 1979.

Social Service workers contacted the school to inquire if clients of theirs would be accepted in the program if these clients were found a foster home in our school district.

School board members have expressed satisfaction with the program. In a small rural community as this is almost every student is known by someone of the Board or in Administration. Comments have been received on improved behaviour, improved appearance and growth in responsible self-direction of several students.

All students were re-employed in 1980-81.

Long term effect on the High School Program

a) During the 1980-81 school year, a new program was developed in the Special Education Department. This program is one in Pre-vocational Study and Work Study. Special Education students will be made aware of the Work Study option, they will enter the pre-vocational option, be screened there and recommended for the Work Study Program which will be available to them as a 2 year program.

   Beginning in September 1981, the in-school program as developed through the Pilot Project will be available to Special Education students eight (8) periods in a six-day cycle. In February, students will begin to move in work experience in industry one day a week for the remainder of the first year. In the second year, based on individual performance and needs, the student could work up to 4 days a week and attend school one day a week.

   One teacher is responsible for teaching the course and the Work Study Animator (Community Resource Worker) continues in the role assigned to him through the Pilot Project.

b) Work experience for students in Profile Courses will become an integral part of the program 1981-82. Throughout the school year, profile students will benefit from periods of on-the-job experience. The Animator will assume an extra responsibility here. He will deliver a three to four week course in job finding and job keeping skills. He will help students with job interviews and act as liaison between the school and industry.

Truly, we can say that the Pilot Project has been very successful in providing a model for Work Study which has been supported by all concerned and has been projected into the future of the school.

Recommendations

a) that the Ministry formalize Work-Study Programs.

b) that the Ministry offer students a Certificate in Work Study.

c) that the Ministère de l'éducation and the Minsitère du Travail join forces and encourage educators and businessmen to form joint committees to improve and to implement Work-Study Programs for certain High School students.

d) that the Ministère de l'éducation make available to School Boards a grant under Special Services which would provide the salary and travelling expenses of a Work Study Animator.

e) that the Work Study Animator be recognized for all purposes as a teacher.

James R. Bissell,
Director-General.

B U D G E T

I	MINISTERE:	1979-80	1980-81
	Community resource worker	$ 20,000.	$ 23,000.
	Social Benefits	2,400.	2,760.
	Travel expense	2,200.	2,400.
	Research	8,000.	8,000.
	Student transport & travel	-	5,000.
	Total:	$ 32,600.	$ 41,160.

II	SCHOOL BOARD:		
	Salaries:	$ 29,000.	$ 31,000.
	Social Benefits:	3,480.	3,720.
	Total:	$ 32,480.	$ 33,720.

James R. Bissell,
Director-General.

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